

Protocol Area 2 (Activity 4)

Mental Health Services Reviewer Training

Spring 2006



HEAD START

Protocol Area 2: Early Identification of Children's Mental Health Needs

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- How does the grantee ensure that each child receives an appropriate and timely (within 45 days of the child's entry into the program) screening to identify, using multiple sources of information, and address any behavioral, social, emotional concerns? 1304.20(b)(1)-(3)

Protocol Area 2: Early Identification of Children's Mental Health Needs (cont.)

- Supporting Social and Emotional Development
- Child Development and Education for Infants, Toddlers, and Preschoolers
- Preventative and Primary Health Care including Mental Health and Ongoing Care
- Screening
- Individualization

Supporting Social and Emotional Development

- How does the grantee encourage social and emotional development?

Supporting Social and Emotional Development (cont.)

- 1304.21(a)(3) -- Grantee and delegate agencies **must support social and emotional development** by:
- 1304.21(a)(3)(i) -- **Encouraging development which enhances each child's strengths** by:
- 1304.21(a)(3)(i)(A) -- **Building trust;**

Supporting Social and Emotional Development (cont.)

- **1304.21(a)(3)(i)(B) -- Fostering independence;**
- **1304.21(a)(3)(i)(C) -- Encouraging self-control by setting clear, consistent limits, and having realistic expectations;**
- **1304.21(a)(3)(i)(D) -- Encouraging respect for the feelings and rights of others; and**

Supporting Social and Emotional Development (cont.)

- 1304.21(a)(3)(i)(E) -- **Supporting and respecting the home language, culture, and family composition of each child** in ways that support the child's health and well-being; and
- 1304.21(a)(3)(ii) -- **Planning for routines and transitions** so that they occur in a **timely, predictable and unrushed manner according to each child's needs.**

Child Development and Education for Infants and Toddlers

- How does an EHS grantee promote security for infants and toddlers?

Child Development and Education for Infants and Toddlers (cont.)

- 1304.21(b)(1) -- Grantee and delegate agencies' program of services for infants and toddlers must encourage:
- 1304.21(b)(1)(i) -- **The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time.** Teachers must demonstrate an **understanding of the child's family culture and, whenever possible, speak the child's language** (see 45 CFR 1304.52(g)(2));

Child Development and Education for Infants and Toddlers (cont.)

- 1304.21(b)(1) -- Grantee and delegate agencies' program of services for infants and toddlers must encourage:
- 1304.21(b)(1)(ii) -- **Trust and emotional security so that each child can explore the environment according to his or her developmental level; and**

Child Development and Education for Infants and Toddlers (cont.)

- How does the EHS grantee support social and emotional development for infants and toddlers?

Child Development and Education for Infants and Toddlers (cont.)

- 1304.21(b)(2) -- Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:
- 1304.21(b)(2)(i) -- **Encourages the development of self-awareness, autonomy, and**
- 1304.21(b)(2)(ii) -- Supports the emerging communication skills of infants and toddlers by **providing daily opportunities for each child to interact with others and to express himself or herself freely.**

Child Development and Education Approach for Preschoolers

- How does the HS grantee in collaboration with the parents implement a curriculum that addresses all aspects of each child's development?

Child Development and Education Approach for Preschoolers (cont.)

- 1304.21(c)(1) -- Grantee and delegate agencies, in **collaboration with the parents, must implement a curriculum** (see 45 CFR 1304.3(a)(5)) that:
- 1304.21(c)(1)(i) -- **Supports each child's individual pattern of development and learning;**

Child Development and Education Approach for Preschoolers (cont.)

- **1304.21(c)(1)(iv) -- Ensures that the program environment helps children develop emotional security and facility in social relationships;**
- **1304.21(c)(1)(v) -- Enhances each child's understanding of self as an individual and as a member of a group;**

Child Development and Education Approach for Preschoolers (cont.)

- **1304.21(c)(1)(vi) -- Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning;**

Preventative and Primary Health Care Including Mental Health

- How does the grantee ensure the child is up-to-date on a schedule of appropriate preventative and primary health care that includes mental health?

Preventative and Primary Health Care Including Mental Health (cont.)

- 1304.20(a)(1)(ii) -- Obtain from a health care professional a determination as to whether the child is **up-to-date on a schedule of age appropriate preventive and primary health care which includes medical, dental and mental health**. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems:

Guidance

- *One role of Head Start staff in determining that children's well child care is up-to-date is to work with parents to ensure that health care professionals have conducted the required review of the child's health, and have provided diagnostic testing and treatment, as needed.*

Preventative and Primary Health Care Including Mental Health (cont.)

- How does the grantee obtain or arrange for further diagnostic testing, examination and treatment if needed?

Preventative and Primary Health Care Including Mental Health (cont.)

- 1304.20(a)(1)(iii) -- **Obtain or arrange further diagnostic testing, examination, and treatment** by an appropriate licensed or certified professional for each child with an observable, known or suspected health or developmental problem; and
- 1304.20(a)(1)(iv) -- **Develop and implement a follow-up plan for any condition identified** in 45 CFR 1304.20(a)(1)(ii) and (iii) so that any needed treatment has begun.

Preventative and Primary Health Care Including Mental Health (cont.)

- How does the grantee ensure that there are ongoing procedures to identify new or recurring developmental concerns including emotional and/or behavioral concerns?

Preventative and Primary Health Care Including Mental Health (cont.)

- 1304.20(d) -- **Ongoing care.** In addition to assuring children's participation in a schedule of well child care, as described in section 1304.20(a) of this part, grantee and delegate agencies must **implement ongoing procedures** by which Early Head Start and Head Start staff can **identify any new or recurring** medical, dental, or **developmental concerns** so that they may quickly make appropriate referrals.

Preventative and Primary Health Care Including Mental Health (cont.)

- 1304.20(d) (cont.) -- These procedures **must include: periodic observations and recordings, as appropriate, of individual children's developmental progress, changes in physical appearance (e.g., signs of injury or illness) and emotional and behavioral patterns.** In addition, these procedures must include observations from parents and staff.

Preventative and Primary Health Care Including Mental Health (cont.)

- How are parents made aware of health and developmental (including social, emotional, or behavioral) procedures?
- How are parents made aware of suspected developmental (including social, emotional, or behavioral) concerns?

Preventative and Primary Health Care Including Mental Health (cont.)

- **1304.20(e)(1) -- Consult with parents immediately when child health or developmental problems are suspected or identified;**

Preventative and Primary Health Care Including Mental Health (cont.)

- **1304.20(e)(2) -- Familiarize parents with the use of and rationale for all health and developmental procedures administered through the program or by contract or agreement, and obtain advance parent or guardian authorization for such procedures. Grantee and delegate agencies also must ensure that the results of diagnostic and treatment procedures and ongoing care are shared with and understood by the parents;**

Individualization

- How does the grantee use the information it gathers (i.e. from the screening, ongoing observations, insights from parents, etc.) to best respond to each child's individual characteristics?

Individualization (cont.)

- **1304.20(f)(1) -- Grantee and delegate agencies must use the information from the screenings for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs.**

Screening for Developmental, Sensory, and Behavioral Concerns

- How does the grantee ensure that a developmental, sensory, and behavioral screening occurs within the first 45 days of the child's entry?
- How does the grantee ensure that the screening is done in collaboration with the child's parents?

Screening for Developmental, Sensory, and Behavioral Concerns (cont.)

- 45 CFR 1304.20(b)(1) -- In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain **linguistically and age appropriate screening** procedures to **identify concerns regarding a child's developmental**, sensory (visual and auditory), **behavioral**, motor, language, social, cognitive, perceptual, and **emotional skills** (see 45 CFR 1308.6(b)(3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background.

Screening for Developmental, Sensory, and Behavioral Concerns (cont.)

- How does the grantee obtain guidance from a mental health or child development professional on how to use the findings of the screenings?

Screening for Developmental, Sensory, and Behavioral Concerns (cont.)

- 1304.20(b)(2) -- Grantee and delegate agencies **must obtain direct guidance from a mental health or child development professional on how to use the findings** to address identified needs.

Screening for Developmental, Sensory, and Behavioral Concerns (cont.)

- How are multiple sources of information obtained for all aspects of each child's development and behavior?

Screening for Developmental, Sensory, and Behavioral Concerns (cont.)

- **1304.20(b)(3) -- Grantee and delegate agencies must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.**